



## ***Vocational Rehabilitation Discovery Profile***

Adapted From *Developing Vocational Themes* by Cary Griffin and Dave Hammis

The following information provides guidance on how to effectively carry out the Discovery process and complete the Discovery profile, including identification of Vocational Themes.

The Discovery Process is designed to generate no fewer than 3 overarching **Vocational Themes**.

- Themes are not job descriptions or job titles.
- Themes are broader umbrella topics that represent an accumulation of many jobs, environments, skills/task sets, and interests.

For example, consider a theme of 'caring for others.' This is broader than a job title such as childcare worker, home health aide, dog groomer, certified nursing assistant, caseworker, etc., yet encompasses all of these things and more. A theme of caring for others offers a large variety of potential jobs, some of which may be a good match for the consumer and others that are not. Once one or more appropriate themes are identified, we can then identify a more specific vocational goal that represents the best match for the consumer.

Another example of a theme is 'building.' A theme of building could lead to a vocational goal of woodworking, assembly or factory work, service technician, construction, hardware store clerk, etc. Creatively exploring themes should lead to identification of a number of potential job options, including entry-level, unskilled jobs as well as skilled professions.

We can identify vocational themes through the following:

- *By learning about interests and exploring how those interests developed*
- *By obtaining evidence of current skills as well as skills that can potentially be taught/learned*
- *By exploring work environments and conditions that make sense*
- *By exploring the community using informational interviews and observing the individual in a variety of settings*
- *By expanding an individual's knowledge of the local job market as individuals often have a very narrow focus of their potential job options*
- *By understanding that skills and tasks often transcend industry sectors*
- *By engaging a team for ideas*

The Discovery Process helps determine where both interests and skills lie. If caring for others, or building is determined to be a theme through various Discovery Process activities (e.g. a positive work experience or job shadow in a nursing home; building a bookcase for a local church), then a List of Places is developed for that particular theme.



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<b>Date of Profile:</b>	9/30/15		
<b>Consumer Name:</b>	Lisa Example	<b>Consumer Contact Phone/Email/Addr:</b>	123-456-7890
<b>Consumer DOB:</b>	7/22/1993	<b>Consumer ID/Seq:</b>	12345
<b>Severity level (if known)</b>	MSD	<b>Disability(ies)</b>	Intellectual disability, seizure disorder, depression
<b>VR Counselor:</b>	Ruby Green	<b>VRC Contact Info:</b>	Ruby.Green@email.com
<b>VR Case Coordinator:</b>	Nick Claus	<b>VRCC Contact Info:</b>	Nick.Clause@email.com
<b>Employment Consultant:</b>	Kris Kringle	<b>EC Contact Info:</b>	Kris.Kringle@email.com
<b>Provider:</b>	North Pole Rehab	<b>Alternate Consumer Contact:</b>	Mother, Noelle 987-654-3210

### **Background Information**

Include a summary of information collected through review of collateral information and interviews with the consumer, family, school personnel, and others who are part of the individual's support network.

<b>Work History</b>	<b>[Update 7/10/15 by Ruby Green, VRC]:</b> Throughout her junior and senior years of high school, Lisa volunteered at her local library 2 hours each shift, twice a week. With assistance, Lisa shelved books via the Dewey Decimal system. She currently helps the librarian with checking books back into the library system using their computer system, prepares books for shelving, greets library guests, and helps out in special events such as story time. During high school Lisa also worked in the school cafeteria by assisting in microwaving food, stocking shelves, wiping down tables, and loading vending machines.
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<b>Education Level</b> (i.e. degree, diploma, GED, certification of completion)	<p>[Update 7/10/15 by Ruby Green, VRC]: Certificate of Completion from IPS.</p>
<b>Potential Transferable Skills</b>	<p>[Update 7/17/15 by Kris Kringle, ES]: File books, uses computer including social media (facebook, twitter, instagram), does her own laundry, cooks dinner once or twice a week for her family (usually a simple pasta dish or casserole), engages in small talk.</p> <p>[Update 8/13/15 by Kris Kringle, ES]: Good customer service skills, arranges items to be aesthetically pleasing, operates microwave, reads menus, able to stay on task, good counting skills.</p> <p>[Update 9/30/15 by Kris Kringle, ES]: Stocking, can operate washer and dryer independently.</p>
<b>Academic Level, if known (i.e. reading level, math level, etc.)</b>	<p>[Update 7/10/15 by Ruby Green, VRC]: Psychologist report indicates first grade reading level, and basic math skills.</p>
<b>Reported Interests and Preferences</b>	<p>[Update 7/17/15 by Kris Kringle, ES]: Sarah, Lisa's mom, reports that Lisa enjoys being around people, and that she thinks that's an important part of working. Sarah also reports that Lisa does best in calmer, quiet settings. Both report that one of their favorite things to do together is "Bach Night", where they watch "The Bachelor" TV show, and have special snacks.</p> <p>Lisa says that she likes "girly" things, and spends time watching YouTube videos of how to put makeup on, and how to do different hair styles. Lisa's neighbor, Cassandra, a hair stylist, says that they enjoy talking about beauty and new trends. Lisa was the willing candidate while Cassandra was in beauty school. Growing up together, Cassandra seems to know Lisa well. They seem like any other girlfriends in their early 20's.</p> <p>Lisa indicates that she is "a night owl", and doesn't want to get up early like she had to in high school. Her mom can drive her, but would also like Lisa to begin using public transportation. Lisa benefits from being surrounded by people who know her, and can assist in the event of a seizure. She enjoys being around people, but reports that she does not like loud places. She does not want to work in a busy restaurant or retail environment where there is a lot of noise and commotion. Lisa reports that working in that type of environment makes her nervous and uncomfortable.</p>



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<b>Local Labor Market Information</b>	<p><b>[Update 7/24/15 by Kris Kringle, ES]:</b> There are a number of businesses on a local bus line, and Lisa has access to a bus pick-up a couple blocks from her home. As we get closer to identifying potential job goals for Lisa, this section will be updated.</p> <p><b>[Update 9/30/15 by Kris Kringle, ES]:</b> We have identified 4 hair salons, 1 tanning salon, and at least 2 other spa-type facilities within 10 miles from Lisa's home. There is also a cosmetology school that might offer some opportunity as well as a Sally beauty supply store. Lisa reports high interest in working in one of these environments.</p>
<b>Source(s) of support (i.e. SSI/SSDI, family, Medicaid, wages, etc.)</b>	<p><b>[Update 7/10/15 by Ruby Green, VRC]:</b> Lisa lives at home with parents, who provide support and care. Lisa also receives support through SSDI and Medicaid.</p>
<b>Other Information Collected (i.e. emergency contact, guardianship info, etc.)</b>	<p><b>[Update 7/24/15 by Kris Kringle, ES]:</b> Lisa lives at home with her parents, and cat Marilyn. She graduated from high school last year, and has since been hanging out at home since. While her parents are concerned about retaining benefits, everyone agrees that Lisa needs a fuller schedule. Lisa helps out at home with chores, but Lisa's Dad, Tony, says that she's a "busy body" and needs to get moving! Lisa expresses interest in going to work, just like her next door neighbor (and former classmate), who started working after graduation. Sarah (mother) retains full guardianship, and is the emergency contact for Lisa. Lisa's father is in poor health, which takes up more of Sarah's time recently. Lisa prefers not to focus on her father's health. When the issue comes up, Lisa becomes emotional, and benefits from taking a break in a quiet space.</p>
<b>Recommended Discovery Activities:</b>	<p><b>[Update 7/10/15 by Ruby Green, VRC]:</b> Home visit, Job Shadows to explore reported interests and identify other potential interests, Situational Assessment to observe strengths and skills.</p> <p><b>[Update 7/24/15 by Kris Kringle, ES]:</b> Additional situational assessment to further assess skills, and possible work experience to assess behaviors and support needs.</p>



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**Part A: Comprehensive Discovery Process** [Note – part A **MUST** be completed if Discovery Activities including job shadows, situational assessments, and work experiences are performed. Completing applicable sections of part A may also be beneficial for individuals not receiving these specific services]

### Activities and Tasks

Briefly detail the Discovery Process Activities observed to date. Include the activity and location, the task(s) performed as applicable, as well as the date and duration of the activity. (A task is a function that is performed or a job duty or responsibility that is to be completed).

Activity & Location		Task	Date	Duration
1.	'Other Discovery Activity': Home visit	Learned about Lisa's daily routine, special events, supports, and transferable skills.	7/17/15	2 hours
2.	Job Shadow Blades, 1211 Main Street Carmel IN	Shadowed Lisa's neighbor, who is now working as a stylist at Blades. We also met with the Blades owner to talk about her business, and to learn about all of the different jobs at the salon.	7/22/15	2.5 hours
3.	Situational Assessment, Carmel Library	Scanned books in at library, organized, and shelved books.	7/30/15	4 hours
4.	Situational Assessment, IU North Hospital	Helped to prepare and deliver lunches to patients.	8/13/15	3 hours
5.	Work Experience, Spa Avania	Stock shelves, wash, dry, and prep towels, greet guests and hand out towels, prepare and stock snack bar.	9/7/15 – 10/2/15	4 weeks, 9 hours/week
6.				
7.				

**[Update 9/25/15 Kris Kringle, ES]** We continue to learn about Lisa's strengths, preferences, and ideal working conditions. She reports that she is enjoying her work experience at Spa Avania, however she is getting bored with washing/drying and prepping towels which are the task that takes up



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Are any additional discovery activities needed?

If yes, specify the recommended discovery activities and the reason those additional activities are needed.

most of her time. She reports that she enjoys interacting with guests and does not mind stocking the snack bar. She reported that she enjoyed the tasks she completed at the library and hospital (situational assessments), but prefers the salon setting because she felt like she had more in common with the workers and liked seeing stylists in action. She would like to pursue work in a similar setting, but with more of a focus on interacting with customers, handing out towels and goggles, escorting customers to tanning rooms, and she also felt that she could assist with cleaning up such as sweeping up hair, or cleaning tanning beds. ES will communicate with the Spa Manager to see if there are other tasks Lisa can try during her 4<sup>th</sup> week. If additional tasks can be identified, it would be beneficial to extend the work experience another week to fully assess Lisa's competencies with the new tasks.

### Skills

For the task(s) listed above, describe the discrete skill(s) exhibited during each activity (a skill is a learned ability of doing something competently or a developed ability through practice that contributes to the performance of a required task). Discuss the level of skill demonstrated including academic skills, teaching & support strategies; new skills that might be useful to introduce/teach; and other skills that may be useful to observe/explore.

Skills				
1.	Skill Demonstrated	[Update 7/30/15 by Kris Kringle, ES]: Alphabetizing/Filing		
	Skill Level	<input type="checkbox"/> High	<input type="checkbox"/> Intermediate	<input checked="" type="checkbox"/> Low
	Teaching & Support Strategies	A library staff person on duty provided a basic overview of how to file books in the correct place on the shelves. ES provided additional coaching to Lisa to help her better understand this library's filing system. ES showed a correct and incorrect example of filing a book. Once Lisa had the basics, ES provided additional prompting and reminders.		



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Skills			
	<i>Additional Comments (i.e. new skills, skills to explore, etc.)</i>	<p>Lisa can file books using the Dewey decimal system, but sometimes gets confused when there are both letters and numbers in the same sequence. She made several errors but when pointed out, was able to understand her errors. Lisa can file appropriately if she takes her time. Even with additional practice, Lisa's filing and alphabetizing skills may prevent her from filing books or similar tasks in an efficient manner. While this task is probably not a good fit for Lisa, this experience was useful in helping ES to begin to learn about some teaching techniques that might be helpful for Lisa such as showing a correct and incorrect version and asking Lisa to identify the error and explain how it could be corrected.</p>	
2.	<i>Skill Demonstrated</i>	[Update 8/13/15 by Kris Kringle, ES]: Social Skills/Friendliness	
	<i>Skill Level</i>	<input checked="" type="checkbox"/> High	<input type="checkbox"/> Intermediate <span style="margin-left: 20px;"><input type="checkbox"/> Low</span>
	<i>Teaching &amp; Support Strategies</i>	Lisa responds well to verbal prompts and modeling. She enjoys conversing about things she is interested in, but needs to be reminded about talking about other people's interests too.	
	<i>Additional Comments (i.e. new skills, skills to explore, etc.)</i>	<p>Lisa was comfortable delivering trays to patient's rooms and appropriately greeted patients upon entering their rooms. She always left the room by wishing the patient to have a good day. If a patient was sleeping or talking to a medical professional, she responded appropriately by ensuring she stayed quiet and did not disrupt. She was able to quickly assess the situation and respond appropriately. She also was very friendly with the food services staff, asking appropriate questions if she needed assistance ensuring she prepared the trays correctly.</p> <p>[Update 9/30/15 by Kris Kringle, ES]: Lisa is very friendly with customers at the spa and reports that interacting with customers and the salon technicians is her favorite part of the work experience. The salon workers seem to enjoy having Lisa around and include her in conversations, and special events such as birthday party celebration for the salon owner. Lisa fits in well in this type of environment.</p>	
3.	<i>Skill Demonstrated</i>	[Update 8/13/15 by Kris Kringle, ES]: Operating computers/appliances	
	<i>Skill Level</i>	<input type="checkbox"/> High	<input checked="" type="checkbox"/> Intermediate <span style="margin-left: 20px;"><input type="checkbox"/> Low</span>





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<b>Skills</b>			
	<i>Teaching &amp; Support Strategies</i>	<p>Lisa utilized a book scanner at the library, and a computer at the hospital to review menus in order to prepare food trays and also to identify where the tray was to be delivered. She is comfortable with the use of computers and other technology. When additional coaching was needed, modeling and prompting were effective teaching strategies. ES also noted that if Lisa gets overwhelmed or the environment becomes too loud or chaotic, the best action for Lisa is to take a break and then return to the environment after a few minutes. She had some difficulty staying focused when the environment got noisy at the hospital (a staff shift change that occurred at the same time as a dropped tray caused some brief chaos).</p>	
	<i>Additional Comments (i.e. new skills, skills to explore, etc.)</i>	<p>With the introduction of several new tasks at once, more support was needed than in previous assessments. She also benefited from taking a break.</p>	
4.	<i>Skill Demonstrated</i>	[Update 8/13/15 by Kris Kringle]: Food preparation	
	<i>Skill Level</i>	<input type="checkbox"/> High	<input checked="" type="checkbox"/> Intermediate
	<i>Teaching &amp; Support Strategies</i>	<p>Lisa was able to identify appropriate food items to place on patient food trays with some support including some reminders about how to tell what type of food was in each package (ex. sandwiches labeled with a T for turkey, RB for roast beef, CH for chicken salad). Ongoing verbal prompts were needed during the situational assessment but Lisa was beginning to show progress by the end of her shift. With more practice, she appears to have good skills in this area.</p>	
	<i>Additional Comments (i.e. new skills, skills to explore, etc.)</i>	<p>Lisa's mother reports that Lisa cooks her own lunches and microwave dinners with her microwave, with the help of visual supports that show her which buttons to press. All of her meals are cooked for 5 minutes. She will need additional supports to learn how to cook things for different amounts of time, and to know how to check when the meal is done. When asked what else she likes to cook, Lisa shared that she makes her own cereal for breakfast every day, and gets snacks for the Bachelor TV night with her mom, which includes pouring popcorn in a bowl, and arranging a chocolate treat, grapes, and pre-cut cheese on a tray. Lisa organizes these snacks in a nice way on a tray, and proudly presents 'the spread'. Lisa takes pride in her independence and skills.</p>	
5.	<i>Skill Demonstrated</i>	[Update 9/30/15 by Kris Kringle, ES]: Washing/Drying Towels, Laundry	
	<i>Skill Level</i>	<input type="checkbox"/> High	<input checked="" type="checkbox"/> Intermediate





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Skills			
	<i>Teaching &amp; Support Strategies</i>	At the work experience site, one of the salon workers provided Lisa with basic instructions on how to use the washer and dryer and ES provided further instruction including modeling. Lisa was able to pick up this task pretty quickly and has been washing/drying the towels mostly independently since the first week at the salon. She still needs some assistance in remembering to check for heavy stains and remembering to apply stain remover before washing the towels. She could also work more on folding the towels so they look neat and fit properly in the cabinets. ES continues to provide support to help Lisa improve on this. A visual diagram was developed to help Lisa remember how the salon owner prefers the towels to be folded. When Lisa uses the diagram, she does a better job with folding but still has some room for improvement.	
	<i>Additional Comments (i.e. new skills, skills to explore, etc.)</i>	Lisa does not particularly enjoy washing, drying and folding the towels. ES suspects that since Lisa reports that she is bored with these tasks, she likely won't improve as much as she might with tasks that she does enjoy. Lisa thrives when interacting with customers and handing out towels and other supplies. ES will look for ways to incorporate more customer interaction and will be speaking with the Salon Owner about more of those opportunities.	
6.	<i>Skill Demonstrated</i>	[Update 9/30/15 by Kris Kringle, ES]: Stocking	
	<i>Skill Level</i>	<input type="checkbox"/> High	<input checked="" type="checkbox"/> Intermediate
	<i>Teaching &amp; Support Strategies</i>	Lisa occasionally still needs some assistance on stocking the snack bar as she has only had to re-stock it a couple of times so far. Verbal reminders and prompts and modeling seem to be an effective combination for Lisa in terms of teaching strategies. It is expected that with a little more practice, she will be comfortable in stocking the snack bar by herself.	
	<i>Additional Comments (i.e. new skills, skills to explore, etc.)</i>	Skill level of 'intermediate' reflects Lisa's potential in this area. With some additional practice and coaching, it is expected she will achieve an intermediate skills level with stocking.	

### Interests

One discovers his or her interests through repeated exposure with family, friends, educational opportunities, through personal exploration, and vocational exploration. Often, for individuals with significant disabilities, choices are limited, and what appear as interests are actually the choices of others. List the Interests revealed through discovery observations & conversations. When discussing, match interests with skills and tasks to help clarify *where the career options make sense*.

Interests
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Interests	
1.	<b>[Update 7/17/15 by Kris Kringle, ES]:</b> Lisa enjoys learning and talking about beauty products, hair styles, watching Youtube videos related to beauty and fashion, and likes her surroundings to be beautiful (as evidenced by her room, and snack tray organization).
2.	The Bachelor: Lisa has followed this show with her mother since its inception. She enjoys talking about her favorite bachelors with anyone who's interested!
3.	Talking with people
4.	<b>[Update 9/30/15 by Kris Kringle, ES]:</b> Interacting with customers, clients, or patients
5.	Lisa enjoys completing tasks that have a discrete start and end. She feels a sense of accomplishment when she can see a task is complete.
6.	Service industry – doing something that helps others
7.	



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### **Personality Traits**

Describe the individual in terms of personality or behavioral qualities they demonstrate. Personality traits are characteristics distinct to the individual. In outlining personality traits, be especially careful not to speculate; just report on what's been observed. Use the individual's personality traits as a guide to the type of environment most suitable/preferable for employment, and to determine what works and what doesn't work for the individual. This information often helps inform the conditions of employment. Some examples of personality traits may include punctuality, style of dress, flexibility, assertiveness, sociable, detail oriented, and sense of humor.

Personality Traits	
1.	[Update 8/13/15 by Kris Kringle, ES]: Friendly, personable, outgoing, smiles often.
2.	Calm demeanor
3.	Caring attitude/ Concerned about others well being
4.	Observant: often picks up on the emotions of others
5.	Helper: Lisa enjoys assisting others, and receiving praise
6.	Neatly dressed and groomed
7.	



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## **Conditions of Employment/Ideal Work Environment**

The conditions of employment and ideal work environments are the considerations for good worksite matches and include elements such as preferred work hours, benefits and wages, performance of specific tasks and the use of particular skills, regularity and intensity of supervision, work setting, and other preferences. Please also specify whether any of the conditions of employment and ideal work environments are non-negotiable, meaning that the condition/work environment is requirement for the consumer and not just a preference.

Conditions of Employment and Ideal Work Environments		Check if non-negotiable
1.	[Update 7/17/15 by Kris Kringle, ES]: Working around other people, but not a loud place (Lisa says loud means like "TGIFriday's, the mall, or church").	<input checked="" type="checkbox"/>
2.	To work 20-30 hours per week (wants to keep SSA benefits for now), and begin workday no sooner than 10:00am	<input type="checkbox"/>
3.	Working with people close to her own age (provides opportunity to establish friendships)	<input type="checkbox"/>
4.	Supervisor who understands her abilities and is supportive of implementing accommodations and possible job modifications	<input type="checkbox"/>
5.	Place of employment is ideally on a bus route (preferably only having to take 1 bust)	<input type="checkbox"/>
6.	Working indoors (does not want to work outdoors due to allergies)	<input checked="" type="checkbox"/>
7.	[Update 9/30/15 by Kris Kringle, ES]: Possibly in a salon or similar environment	<input type="checkbox"/>



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### Vocational Themes

Based on the evidence collected and discussed so far, what are the solid themes? What information do you need to solidify the list of Vocational Themes? *Remember, a theme is a broad umbrella topic that represents an accumulation of many jobs, environments, skills/task sets, and interests.*

Solid Vocational Themes		Information/Activities Needed for Final List of Vocational Themes
1.	[Update 9/25/15 Kris Kringle, ES] Aesthetics	It is clear that Lisa enjoys aesthetics and beauty related things. Working in an environment that is in line with this seems more important, or at least as important, as the specific tasks Lisa performs. However, it is important that Lisa is not bored with her tasks as this may prevent her from doing her best work and moving toward independence on the job.
2.	Helping/Caring for others	Lisa enjoys serving and helping others. It would ideal to blend her desire to talk to and serve people with her interest in beauty and aesthetics.
3.		
4.		
5.		
6.		

Are there other potential themes that need to be further explored? If yes, please outline the additional themes that need to be explored and why?

[Update 9/30/15 by Kris Kringle, ES]: Reassess themes after completion of work experience, particularly as Lisa (potentially) takes on some new tasks at the salon such as more interaction with customers and cleaning tasks (cleaning tanning beds for instance).



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## **Local Employment Opportunities Aligned with Vocational Themes**

List places of businesses that have hiring opportunities that are in line with the identified vocational themes of the consumer. The listings should be within the consumer's community and appropriately aligned with the local labor market.

<b>Theme 1: Aesthetics</b>		<b>Theme 2: Helping/Caring for others</b>	<b>Theme 3:</b>
1.	Cosmetology Training LLC	IU North Hospital	
2.	Suntan City (tanning salon)	St. Vincent Carmel Hospital	
3.	Diva Salon	Northside Assisted Living	
4.	We do hair salon	YMCA	
5.	Hair today, gone tomorrow	Rehab Services Inc.	
6.	Blades	Hamilton Co. Community Center	
7.	Relax Spa		
8.	Spa Avania		
9.	Sally Beauty Supply		
10.	Walgreens (beauty dept.)		
11.	Gina's Nails		
12.	Macy's		



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## **Part B: Job Development & Placement Plan**

### **Summary**

Summarize findings from the Discovery Process and include the following information in your description below.

<i>Best Learning Mode/Methodology:</i>	Visual supports, verbal prompts, modeling
<i>Places/Situations to Avoid:</i>	Avoid loud/chaotic environments (see ideal conditions of employment)
<i>“Off-the-Job” Support Needed/ Who Will Provide:</i>	May need assistance with transportation set up: mom and job coach to work together
<i>Identified Barriers – Disability Related:</i>	May require visual cues, diagrams or other tools to assist with performance of job tasks due to limited reading abilities, will need a lot of practice to remember how to complete tasks and to do them correctly each time, will need assistance with completing job applications.
<i>Identified Barriers – Other: (e.g. criminal history, lack of education, language, etc.)</i>	Potential challenges with transportation, potential challenges in support at home with ailing father.
<i>Support/Accommodations to Address Identified Barriers:</i>	Assistance with job development, Job coaching, education on disability for the supervisor and co-worker, accommodations such as development of visual aids.
<i>Identified Personal Resources: (e.g., Benefits, Family Support, Job Connections, Child Care Support)</i>	SSDI benefits and Medicaid. Lives with her parents and they provide financial support.
<i>Transportation To and From Work:</i>	Mom reports that she can transport, depending on work hours, however best option is for Lisa to receive training on the use of public transportation and use the bus to get to work.
<i>Ideal Work Schedule and wages (Days and Hours) and Why:</i>	Flexible on hours and wages, but prefers not to begin work prior to 10am. Weekends are OK and minimum wage work is acceptable, though would like at least \$8/hour. Would like to work 20-30 weeks (wants to maintain SSDI benefits at this time but would like to maximize her earnings).
<i>Support Team (e.g. family, case manager, residential, behavioral specialist, medical care, etc.)</i>	Parents, neighbor Cassandra





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*Other Unique Factors: (e.g. physical restrictions, health factors, medications, cultural considerations)*

Bad seasonal allergies – does not want to work outdoors. She does take prescription meds for her allergies.

### Vocational Recommendation

Based on what has been learned and observed, what is the vocational recommendation (recommended job goal(s))?

**[Update 9/30/15 by Kris Kringle, ES]:** It would ideal to blend Lisa's desire to talk to and serve people with her interest in beauty and aesthetics. More exploration is needed to solidify vocational recommendation, however a job as a helper or assistance in a spa, hair or nail salon, or tanning club are of most interest to Lisa at this time. She would like to greet and interact with customers. We are further exploring various cleaning tasks that might be a good fit with her interests and skills and would be needed in an environment such as spa, salon, or related. Vocational Recommendation will be updated upon completion of work experience and other discovery activities as applicable.

### Strategies

Describe strategies for achieving the vocational recommendation.

Strategy		Responsible Party	Time Line
1.			
2.			
3.			
4.			
5.			
6.			
7.			



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### Expectations

Complete the following section during a team meeting with the Consumer, Employment Consultant, and VR Counselor (i.e., the IPE development meeting).

1. What are the expectations for the frequency of meetings between job seeker and employment consultant?

2. What are the expectations for the types and frequency of communication between job seeker and employment consultant?

3. What are the expectations for the types and frequency of communication between job seeker and Vocational Rehabilitation counselor?

4. What are the expectations for the types and frequency of communication between Vocational Rehabilitation counselor and employment consultant?

5. What are the expectations for time frame to review the goals (when will the team come back together in the event a job is not obtained i.e. 3 months, 6 months, etc.)?

6. What does job development look like?

7. Are there other expectations to set? If so, please detail below.



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### **Responsibilities**

Each team member should provide input on responsibilities for the job development/placement process.

<i>Job Seeker:</i>	
<i>Vocational Rehabilitation Counselor:</i>	
<i>Employment Consultant:</i>	
<i>Other:</i>	